

EVALUATION OF THE BUSINESS EDUCATION CURRICULUM

BY GRADUATES OF RICHEY HIGH SCHOOL

BY

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CHAPTER I  
INTRODUCTION

It has been reported that a larger proportion of the people living in rural communities have a need for business knowledge and business skills than is true of those living in large cities.

Walters<sup>1</sup> feels that there is a great need for business education in the small school, but it is of a different type from that of the large school.

In determining the type of business curriculum for a small school, the community and individual needs should be the primary factors concerned.

There is a possibility that the needs of the community may change so as to put the business curriculum out of balance with the needs of the community and students. Today, many of the small high schools still adhere to the traditional curriculum whether or not it is meeting the needs of the community and students. Any possibility which may render the business curriculum of a small high school ineffective must be investigated and needed corrections made so that the community and students profit from the courses that are offered. There should be a continuous evaluation of the business curriculum in a small high school. A feeling for the need of evaluation of the Richey High School business curriculum was the factor that prompted this investigation.

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<sup>1</sup>Walters, R. G., The Business Curriculum, Monograph 76, p. 37, South-Western Publishing Company, San Francisco, 1951.

### Problem

The chief purpose of this investigation was to evaluate the Richey High School business education curriculum through an opinion poll of graduates. This evaluation was primarily concerned with the following objectives:

1. To determine the current aims and objectives of business education in small high schools
2. To determine the similarities of the business curriculum of Richey High School with other high schools in Eastern Montana
3. To determine what the graduates' attitudes were in regard to the effectiveness of the Richey High School business education curriculum

### Procedure

To solve the problem, three procedures were used:

1. A review of literature was made to determine the aims and objectives of business education in the small high schools.
2. An inquiry blank to determine similarities of curriculums was sent to other high schools in Eastern Montana.
3. A questionnaire to determine attitudes was sent to 100 Richey High School graduates.

### Limitations

The review of literature was restricted to the materials in the Montana State College Library.

The inquiry blank was limited to high schools of less than 150 students and within approximately seventy-five miles of Richey, Montana.

In order to give an understanding of the current aims and objectives of business education in a small high school, a review of literature was made. This review is presented in Chapter II.

## CHAPTER II

### REVIEW OF LITERATURE

From the beginning of business education in the United States to the business depression of 1929, the purpose of business education was largely vocational. Later, high school students were unable to find jobs, so the switch to a personal-use business program came about.<sup>1</sup> More recently both personal and vocational business education have been necessary in the school program. By reviewing current literature, the writer was able to determine if the trend was toward vocational or toward general education in the small high school business program.

#### Current Aims And Objectives

The aim of business education in a small high school must differ from that of a city school to some degree, according to Philotoff.<sup>2</sup> Instead of requiring a comprehensive study of a particular business skill, he held that small high schools should offer a wide background of knowledge. The aims of business education must be altered to meet the needs of students in these various localities, and careful consideration must be taken that the small schools do not copy the curriculums of successful larger schools.<sup>3</sup>

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<sup>1</sup> Philotoff, L., "More Basic Business For Rural Schools," Balance Sheet, vol. 39, p. 202, South-Western Publishing Company, Cincinnati, January, 1958.

<sup>2</sup> Ibid., p. 202.

<sup>3</sup> Ibid., p. 202.

Walters<sup>4</sup> held that the business education curriculum should be adaptable to the needs of the individual students in terms of courses offered. He gave his aims of business education as:

1. Skill in vocational areas
2. Adaptability to occupational changes
3. Personal use of business subjects
4. Sound social and economic viewpoints
5. Protection of the consumer

It was pointed out by Walters that the essential difference between business education in the small high school and business education in the large city high school is one of aims.<sup>5</sup> He suggested that the large city school prepare students for definite business occupations, while the small school offer business subjects that supplement other vocations or those used for personal use. He applied the term "auxiliary tools" to the courses offered which supplemented other vocations. Courses of this type may include: general business, record keeping, typewriting, salesmanship, consumer economics, personal law, business arithmetic, and possibly spelling.

It was also pointed out by McGill<sup>6</sup> that business subjects offered in the small high school should be limited to subjects of general education value for all students. These general education subjects were held to be synonymous with the supplementary courses

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<sup>4</sup>Walters, R. G., The Business Curriculum, Monograph 76, pp. 6-9, South-Western Publishing Company, San Francisco, 1951.

<sup>5</sup>Ibid., p. 39.

<sup>6</sup>McGill, E. G., "Curriculum Construction and Revision," American Business Education Yearbook, vol. IX, p. 196, Wallace-Homestead Company, Des Moines, Iowa, 1952.

mentioned by Walters.

In 1949, Enterline<sup>7</sup> emphasized the need for the training of individuals for efficient participation in business activities common to all youth and adults. He felt that every individual is in some need of economic or business education that will equip him to manage with greater efficiency his own personal affairs.

It was pointed out by Enterline that the small high schools, because of limited staff, equipment, and other facilities, should not attempt to offer the usual differentiated program found in larger schools.<sup>8</sup> It was his belief that every student should be required to include in his schooling certain phases of social-economic or general business education regardless of educational or vocational aims. "No education is complete without including some instruction about business," according to Enterline.<sup>9</sup> He believed that the trend had been away from vocational education to a broader type of business education possessing general educational values.

Shipley<sup>10</sup> held that the small high school program should develop in accordance with the student groups to be served and not be patterned after the larger city program. He suggested that the small high school provide courses designed to meet the needs of general education, but vocational business education should not be denied

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<sup>7</sup>Enterline, H. G., Trends of Thought in Business Education, Monograph 72, p. 18, South-Western Publishing Company, San Francisco, March, 1949.

<sup>8</sup>ibid., p. 17.

<sup>9</sup>ibid., p. 17.

<sup>10</sup>Shipley, Clifford B., A Handbook for Business Education in the Small High School, Monograph 69, p. 29, South-Western Publishing Company San Francisco, April, 1948.

those students who have the interest and ability to advance independently with occasional help and supervision from the teacher.

It was felt by Shipley that if possible, all students in small high schools, regardless of vocational aims, should take basic courses such as introduction to business, consumer economics, typewriting, book-keeping, everyday law, and economic geography.<sup>11</sup> He believed that the offerings should reflect the needs of the youth who would remain in the community after graduation to follow the occupations of their parents.

It was not advocated that extreme attention be given the vocational subjects at the expense of general education. The offering of only one curriculum in business education in a small high school was favored by Douglas, Blanford, and Anderson.<sup>12</sup> This curriculum should be of a general or liberal type with variables depending on the vocational life of the community. These authors felt that general education would provide students with information and competence which are needed by all in managing personal business affairs. They also believed, "It is doubtful that complete vocational preparation can be justifiably offered in any one area of business education in a small high school." It was acknowledged by the same authors that in a few cases the small high school might be able to offer vocational education, depending upon the size and purposes of the school, the community, and the young people it serves.

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<sup>11</sup> ibid., p. 29.

<sup>12</sup> Douglas, Lloyd V.; Blanford, James T.; Anderson, Ruth I.; "The Business Education Curriculum," Teaching Business Subjects, pp. 38-40, Prentice-Hall Inc., Englewood Cliff, N.J., 1958.

Nolan and Hayden<sup>13</sup> felt that the location of the community had a great deal to do with the kind of business education program a school had. They also agreed that the trend was away from stressing a curriculum of vocational business subjects. Their feelings were that there was a need for broad general business training with a minimum of specialization in the small high school.

It was also mentioned by Hayden<sup>14</sup> that the local school situation would largely determine the type of organization most suitable for attaining the general education objectives.

In 1938, the Education Policies Commission<sup>15</sup> of the National Education Association set down four objectives of secondary education. These were:

1. Civic Responsibility
2. Economic Efficiency
3. Self-Realization
4. Human Relationship

While business education can contribute to all of these areas, it has a large contribution to make to the economic objective.<sup>16</sup>

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<sup>13</sup>Nolan, C. A., and Hayden, Carlos, K., Principles And Problems of Business Education, second edition, pp. 155-157, South-Western Publishing Company, Cincinnati, 1958.

<sup>14</sup>Hayden, Carlos, K., Major Issues In Business Education, Monograph 75, p. 57, South-Western Publishing Company, San Francisco, May, 1951.

<sup>15</sup>Turille, Stephen J., Principles and Methods In Business Education, pp. 2-3, McClure Printing Company, Staunton, Virginia, 1949.

<sup>16</sup>Ibid., p. 3.

In support of general education objectives, it may be of significance to quote a well-known American of some time ago, Thomas Jefferson, who was reported as having said, "All youth need preparation for everyday living in a world in which business touches almost every human activity."<sup>17</sup> He also advocated a kind of education which included these two principles:

1. To give every citizen the information he needs for the transaction of his own business.

2. To enable him to calculate for himself, and to express and preserve his ideas, his contracts, and accounts in writing.<sup>18</sup>

In general, authorities have concluded that the small high school business curriculum should be concerned with acquainting the student with general training in business. This training may include such courses as: general business, record keeping, business law, business arithmetic, typewriting, salesmanship, consumer economics, and spelling. There should not be any extensive specialization in vocational programs such as advanced bookkeeping, retailing, merchandising, office practice, and shorthand. The possibility of exceptions in the vocational offerings due to the variations in communities should be permitted.

The comparison of the Richey High School business education curriculum with the business education curriculum of other similar high schools is given in Chapter III.

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<sup>17</sup>Freeman, Herbert M., Basic Business Education For Everyday Living, Monograph 74, p. 7, South-Western Publishing Company, San Francisco, January, 1951.

<sup>18</sup>Ibid., p. 7.

## CHAPTER III

BUSINESS OFFERINGS OF RICHEY AND  
OTHER SMALL HIGH SCHOOLS

Richey is a small rural farming community located 50 miles north of Glendive and 50 miles west of Sidney.

The high school at Richey has had an enrollment of about ninety-five students, with five teachers including the business education teacher.

The Richey business education department has been striving for general education for the student population with some specialization, if possible. It has been the purpose of business education to acquaint the student with general business procedures.

In order to gain a broader view of the business education curriculum in small high schools, it was felt that a knowledge of the business education curriculums of other small high schools would be of value.

As a second step in the study, an inquiry blank was sent to 18 small high schools in Eastern Montana. The enrollments of these schools varied from approximately twenty-five to one hundred twenty pupils. All schools reported only one teacher in the business education department.

From checking the responses of the inquiry blank, it was quite evident that Richey High School offerings were similar to the majority of the schools surveyed. The pattern of courses offered is given in Table I.

TABLE 1. COMMERCIAL COURSES OFFERED IN 19 SELECTED EASTERN MONTANA HIGH SCHOOLS WITH MAXIMUM ENROLLMENTS OF 120 STUDENTS, 1958 TO 1959.\*

SCHOOLS	S U B J E C T S								
	Typing I.	Typing II.	Shorthand I.	Shorthand II.	Bookkeeping	General Business	Business Arithmetic	Business Law	Consumer Education
Richey			X					X	
Antelope									
Bainville									
Broadus									
Brockton									
Culbertson									
Ekalaka									
Flaxville					X			X	
Frazer									
Froid									
Lambert			X						
Medicine Lake									
Outlook									
Nashua									
Plevna					X				
Rosebud						X			
Savage									
Westby									
Wibaux									
TOTALS	18	13	14	2	19	5	2	5	1

\*The full block indicates a full year course; the half block indicates a one semester course; the X indicates subjects that were offered in alternate years.

As can be seen in Table 1, shorthand, bookkeeping, and typing were offered by the majority of the schools. There were two extremes in curriculum exposed: Frazer offered only bookkeeping and general business; Ekalaka offered typing I, typing II, shorthand I, bookkeeping, business law, and business arithmetic. The reason for this vast difference was that Frazer had an enrollment of 25 and Ekalaka had 115. Ekalaka was noted as having the largest variation in the business education offerings among the schools surveyed.

As shown in Table 1, several schools used the alternation plan where two or more courses are offered in alternate years in order to enlarge the curriculum offerings.

There seemed to be a slight trend toward cutting the typing program down to one year in order to expand the curriculum in business education.

Some additional courses of small frequency of occurrence were not listed on Table 1. Some of these were illustrated by Plevna with commercial geography for one semester, Wibaux with two semesters of office practice, and Lambert with junior business training in alternate years.

For the most part, Richey High School has a business education curriculum which is quite similar to the majority of the 18 schools surveyed.

The findings of the questionnaire sent to graduates are given in Chapter IV.

## CHAPTER IV

GRADUATES' EVALUATION OF THE RICHEY  
BUSINESS EDUCATION CURRICULUM

A copy of the introduction letter and of the questionnaire shown in the appendix were sent to 100 individual students who graduated from Richey High School during the years from 1952 through 1959. The return of questionnaires was 80 per cent. The questionnaire consisted of one page with 13 questions regarding opinions and courses taken while in Richey High School. The purpose of this survey was to evaluate the Richey business education curriculum by study of the information that was gathered from the use of the questionnaire.

## The Questionnaire Results

The questionnaires were sent to the graduates to determine the following:

1. Occupations of graduates
2. Graduates college record
3. Business courses taken at Richey High School
4. Business courses most useful to graduates.
5. Business courses desired if they were to attend Richey High School again
6. Post high school business courses taken
7. Richey High School business courses thought to be unnecessary
8. Desired emphasis changes within courses

The results of the questionnaire have been presented in Tables 2, 3, 4, 5, and 6.

Occupations. The question which asked about the occupations of the student revealed that farming, keeping house, serving in the armed services, and furthering one's education headed the list of occupations. Housewives were first in number, while students ranked second.

Very little information was gained which would substantiate the offering of a vocational business education program in Richey High School. Only four respondents listed an occupation which could be related to vocational education: two secretaries, one office worker, and one I.B.M. operator.

The other occupations listed possess elements relative to a general business education curriculum as cited by the authorities in Chapter II. Even the sheepherder would be able to profit from consumer education when purchasing his food supplies. The exact number of graduates in each occupation is given in Table 2.

College Attendance. One question asked if the student attended college and if he or she graduated from college. Of the respondents who finished high school at Richey during the years of 1952 through 1955, nineteen started college and only eight were graduated from college. The graduating classes of 1956 to 1959 had a total of twenty-six enrolled in college. Of these, two had graduated with two-year certificates in elementary education.

Only one respondent listed commercial as his college major and two indicated business administration as a major. Two people had minors in commercial, and one minored in the economics field.

TABLE 2. OCCUPATIONS OF 80 GRADUATES OF RICHEY HIGH SCHOOL, 1952-59.

	Year of Graduation							
	1952	1953	1954	1955	1956	1957	1958	1959
Banker	-	1	1	1	-	-	1	-
Butcher	-	-	-	-	-	-	-	1
Carpenter	-	-	-	1	-	-	-	-
Church Worker	1	-	-	-	-	-	-	-
Dairy	1	-	-	-	-	-	-	-
Electrician	-	-	-	-	1	-	-	-
Farmer	1	-	-	-	2	3	2	4
Housewife	2	3	1	3	4	1	2	2
I.B.M. Operator	-	-	-	-	-	-	-	1
Nursing	-	-	-	-	-	1	-	-
Office Worker	-	-	1	-	-	-	-	-
Radio Announcer	-	-	-	1	-	-	-	-
Salesman	1	-	-	-	-	-	-	-
Secretary	-	-	-	-	-	1	1	-
Services (armed)	-	-	2	2	1	2	1	2
Service Station	-	-	-	-	-	-	-	1
Shepherd	-	-	-	-	-	-	-	1
Store Clerk	1	-	-	-	-	-	-	-
Student	-	1	-	-	-	4	5	8
Teaching	-	-	-	1	-	-	-	-
Telephone Operator	-	1	-	-	-	-	-	-
Waitress	-	-	-	-	-	-	-	1
<b>TOTALS</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>21</b>

Business courses taken at Richey. The respondents were asked what business courses they took while at Richey. The graduates of 1959 took more business courses than any other graduating class listed in the study. The breakdown of business courses taken by graduates is given in Table 3.

TABLE 3. BUSINESS COURSES TAKEN AT RICHEY HIGH SCHOOL BY GRADUATES, 1952-1959.

Courses	Year of Graduation								Totals
	1952	1953	1954	1955	1956	1957	1958	1959	
Bookkeeping	7	3	4	3	4	4	10	17	52
Business Math	1	-	1	7	2	2	2	2	17
Business Law	2	-	-	-	1	2	1	7	13
Shorthand I.	2	5	1	5	2	3	3	7	28
Typing I.	7	7	3	10	6	10	11	21	75
Typing II.	4	4	3	6	2	5	3	10	37
TOTALS	23	19	12	31	17	26	30	64	222

Of the courses taken during 1952 to 1959, Typing I ranked first with a total of 75 of the 80 students. In second place was bookkeeping, followed by typing II and shorthand I.

Student ratings of usefulness of courses. Question number nine asked the student to rate the courses he or she had taken according to the personal usefulness. The study disclosed that typing I was the most useful course taken by the graduates. Bookkeeping and typing II were chosen second and third respectively. It was interesting to note that these subjects were also listed on Table 3 as the three business courses most frequently taken in Richey High School.

The complete ranking of the six basic courses is presented in Table 4.

TABLE 4. RATING ACCORDING TO USEFULNESS OF THE BUSINESS COURSES TAKEN BY RICHEY HIGH SCHOOL GRADUATES, 1952-1959.

Courses	R a n k		
	First	Second	Third
Bookkeeping	22	17	10
Business Math	6	1	-
Business Law	3	3	2
Shorthand I.	2	7	8
Typewriting I.	41	23	2
Typewriting II.	21	13	-

Desired courses. Richey High School graduates were asked what business courses they would like to take if they were to attend high school again. The results are summarized in Table 5.

TABLE 5. DESIRED BUSINESS COURSES AS INDICATED BY RICHEY HIGH SCHOOL GRADUATES, 1952-1959.

Desired Courses	Year of Graduation								TOTALS
	1952	1953	1954	1955	1956	1957	1958	1959	
Bookkeeping	5	6	4	4	6	9	9	12	55
Business Law	-	-	-	-	-	-	-	1	1
Business Math	2	1	2	5	4	8	5	9	36
Consumer Economics	2	2	-	1	2	3	4	4	18
General Business	3	2	2	5	3	5	8	8	36
Record Keeping	4	3	2	6	3	6	6	11	41
Salesmanship	3	1	2	2	3	3	4	8	26
Shorthand I.	3	4	1	5	3	6	8	7	37
Shorthand II.	2	5	2	1	1	3	6	7	27
Spelling	2	3	-	5	2	4	3	6	25
Typing I.	5	6	4	6	4	6	13	11	55
Typing II.	5	5	4	6	3	6	8	12	49
<b>TOTALS</b>	<b>36</b>	<b>38</b>	<b>23</b>	<b>46</b>	<b>34</b>	<b>59</b>	<b>74</b>	<b>96</b>	<b>406</b>

The same three subjects--bookkeeping, typing I, and typing II were at the top of the list. Business math, general business, record keeping and shorthand I were desired by nearly as many students.

The low rating of consumer economics and general business may have been due to the lack of knowledge about the content of the courses, since neither course has been offered at Richey.

Business law was inadvertently omitted from the list of subjects from which the respondent was to select his desired courses. However, one student indicated a desire for business law by writing the course in the blank entitled "Other Courses". If business law had been specifically mentioned, it might have been checked more frequently.

Post high school courses taken. Question number seven asked for information about high school courses taken after graduating from Richey. Some Richey graduates have taken business courses after completion of high school. Of these courses, accounting was taken most frequently. Economics, typing, and office machines were other courses frequently studied. Several of these courses were taken by students in college preparing for a minor or a major in commercial.

Other post graduate business courses taken by Richey High School graduates can be found in Table 6.

Unnecessary business courses. The respondents were asked if any one of the business courses presently being offered was thought to be unnecessary. Not one graduate listed any business course as being unnecessary.

TABLE 6. POST HIGH SCHOOL BUSINESS COURSES  
TAKEN BY RICHEY HIGH SCHOOL GRADUATES,  
1952-1959.

Courses	Totals
Accounting	9
Business Correspondence	1
Business Math	2
Business Law	3
Economics	6
Filing	1
Introduction to Business	1
Office Machines	6
Office Practice	2
Shorthand	5
Spelling and Vocabulary	1
Theory of Investments	1
Typing	6

Changes of emphasis within courses. The graduates were asked if they thought there should be any change as to placement of emphasis within any of the business courses which they took at Richey High School. Three graduates emphasized the following about typing:

1. Have numbers on the keyboards emphasized to a greater extent.
2. Have accuracy stressed more than speed.
3. Have a larger variety of forms for typing II.

One graduate thought more emphasis should be given to the teaching of income tax within the bookkeeping course.

General comments. The graduates of 1952 to 1959 gave a wide variety of comments. The most frequent was that they would like to have bookkeeping and shorthand I offered every year. During the past two years these two courses have been alternated.

Five girls indicated their desire to take shorthand II by the comment that this course should be offered in the business curriculum at Richey High School.

Of the three graduates who suggested that salesmanship be offered, one individual thought that business law and salesmanship should be offered in alternate years.

The need for a spelling and vocabulary building course in the business education curriculum was expressed by two graduates.

It was also suggested that the school rent some common types of office machines for a short period each year in order to acquaint the students with the machines.

The questionnaire revealed that typing I, bookkeeping, and typing II were the subjects taken most frequently by the graduates while at Richey High School. These same subjects, respectively, were rated the most useful. The three courses most desired by graduates if they were to attend Richey High School again were the same as those most frequently taken by Richey High School graduates.

In regard to post graduate business courses taken by the graduates, it was noted that college students preparing for minors or majors in commercial education were responsible for the majority of the courses taken.

Additional comments varied somewhat. By and large, the graduates would like to have bookkeeping and shorthand I offered each year. There was a suggestion that courses in salesmanship, spelling and vocabulary building, and office machines be offered.

The summary, conclusions, and recommendations of this study are given in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

There is a definite need for business education in the small high school, but the writer felt that it must be of a type different from that of the large high school. The purpose of the study was to determine the aims and objectives of one small high school, and to evaluate Richey High School as to the correlation of its aims and the curriculum which it offered. Another objective of the study was to make a follow-up of the graduates for the period by the use of a questionnaire and to evaluate the business education program according to the opinions they expressed.

#### SUMMARY

The majority of the authorities cited in the review of literature acknowledged that the small high school should be concerned with giving the student a background in general business--not vocational business. It was their thought that general business education includes the following: consumer economics, record keeping, salesmanship, general business, business law, business arithmetic, typing, and spelling.

The sending of inquiry blanks to other similar high schools in the area revealed that the Richey High School offerings were approximately the same as a large number of the schools that were surveyed.

Results of the questionnaire from students formed the basis of the following summary statements:

1. Approximately one half of the female students settled down to married life--housewifery.

2. Nearly 50 per cent of the 80 graduates started college; approximately 40 per cent of the graduates of 1952 to 1955 that enrolled in college, graduated. Very few students in college were studying in the commercial area.

3. Typing I, bookkeeping, and typing II were the three high school business courses most frequently taken by graduates, and were also the three courses most desired if they were to attend Richey High School again.

4. Few Richey High School graduates took post high school courses.

5. Major emphasis on changes within courses was concerned with the subjects of typing I and typing II.

6. A desire for one semester courses such as salesmanship, business law, and business math was expressed.

### CONCLUSIONS

The conclusions drawn from this study were based upon the literature reviewed, the curriculum comparisons of other high schools, and the questionnaire findings. These conclusions are:

1. The Richey High School business curriculum, as compared to recommended business curriculums, is not broad enough in content and should include more general education courses if an adequate general background in business is to be achieved.

2. The Richey High School business education curriculum does compare, in general, to the business education curriculums of similar sized high schools as far as course content is concerned.

3. According to the courses desired by students if they were to attend high school again, Richey High School does not meet the needs of the majority of students in the area of general business education.

4. From the needs expressed and the importance of the courses, it was concluded that more emphasis should be placed on general business education.

#### RECOMMENDATIONS

The writer felt that the following recommendations should be made to the school administration:

1. The business education curriculum of Richey High School should be broadened to include more general business courses. The curriculum recommended includes:

General business	two semesters
Record keeping	two semesters
Business law	one semester
Business math	one semester
Typing I.	two semesters
Salesmanship	one semester
Consumer economics	two semesters

2. Shorthand I and typing II should be dropped for the present time. If sufficient evidence were shown for the courses, they could be put into the curriculum by alternating them with general business, record keeping, or consumer economics.

**BIBLIOGRAPHY**

## BIBLIOGRAPHY

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**APPENDIX**

Appendix A  
Inquiry Blank To High Schools

March 7, 1960

Richey Commercial Department is doing some research in the area of Business Education in schools with 300 or less enrollment.

It would be greatly appreciated if you would list the Business Education courses your school offers in the following blanks and return this form in the enclosed envelope.

COURSES

SEMESTERS OFFERED

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Sincerely yours,

Donald Blair  
Superintendent of Richey Public Schools

John B. Deeney  
Commercial Department

**Appendix B**

**Introduction Letter To Graduates**

March 7, 1960

Dear Graduate,

The Richey High School records indicate that you graduated from that school during the recent years.

The form enclosed is a questionnaire which is being sent to all recent graduates of Richey High School. The purpose is to evaluate the Richey High School Business Education on the basis of its effectiveness for graduates. By this, I hope to find out which courses in the business program are the most useful to the graduates. The results of this questionnaire will help to determine which courses should be offered and whether there should be any changes of emphasis within the courses in order to be more effective to the graduates in their future work.

I would appreciate it if you would answer and return this questionnaire as soon as possible. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

John B. Deeney  
Commercial Department  
Richey High School

Enclosure

**Appendix C**  
**Questionnaire To Graduates**

## PLEASE FILL OUT THE FOLLOWING QUESTIONNAIRE

1. Name \_\_\_\_\_ Date \_\_\_\_\_
2. Year graduated from Richey High School. 19\_\_\_\_\_
3. What is your present occupation? (example: housewife, farmer, teacher, salesman, army, etc.) \_\_\_\_\_
4. Did you attend college? YES \_\_\_\_\_ NO \_\_\_\_\_
5. If you attended college, did you graduate from college? YES \_\_\_\_\_ NO \_\_\_\_\_
6. If you attended college:  
 What was your college major? \_\_\_\_\_  
 What was your college minor? \_\_\_\_\_
7. List below any business courses that you took in college, business school, or by correspondence.  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Check the following courses you took in Richey High School.  
 Typewriting I. \_\_\_\_\_ Business Law \_\_\_\_\_ Bookkeeping \_\_\_\_\_  
 Typewriting II. \_\_\_\_\_ Business Math \_\_\_\_\_ Shorthand I. \_\_\_\_\_  
 General Business \_\_\_\_\_
9. List the business courses that you took in Richey High School that were the most useful to you after you graduated from high school. (list in order of usefulness.)  
 (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

Page 2 of questionnaire

10. Check (not more than six) of the following business courses which you would like to take if you were to attend Richey High School again.

Shorthand I. \_\_\_\_\_ Typing I. \_\_\_\_\_ General Business \_\_\_\_\_

Shorthand II. \_\_\_\_\_ Typing II. \_\_\_\_\_ Consumer Economics \_\_\_\_\_

Salesmanship \_\_\_\_\_ Spelling \_\_\_\_\_ Record Keeping \_\_\_\_\_

Bookkeeping \_\_\_\_\_ Business Math \_\_\_\_\_

OTHERS \_\_\_\_\_

11. If you feel that any of the business courses Richey High School now offers are unnecessary, list them below:  
 \*(R.H.S. now offers Typing I, Typing II, Business Law, Bookkeeping and Shorthand I are alternated each year.)

12. List below any suggestions you may have in regard to changes in emphasis within any Business Education course you took at Richey High School, which you believe would benefit the students taking the course.

13. Please list any additional comments regarding Richey High School Business Education program below:

THANK YOU!